

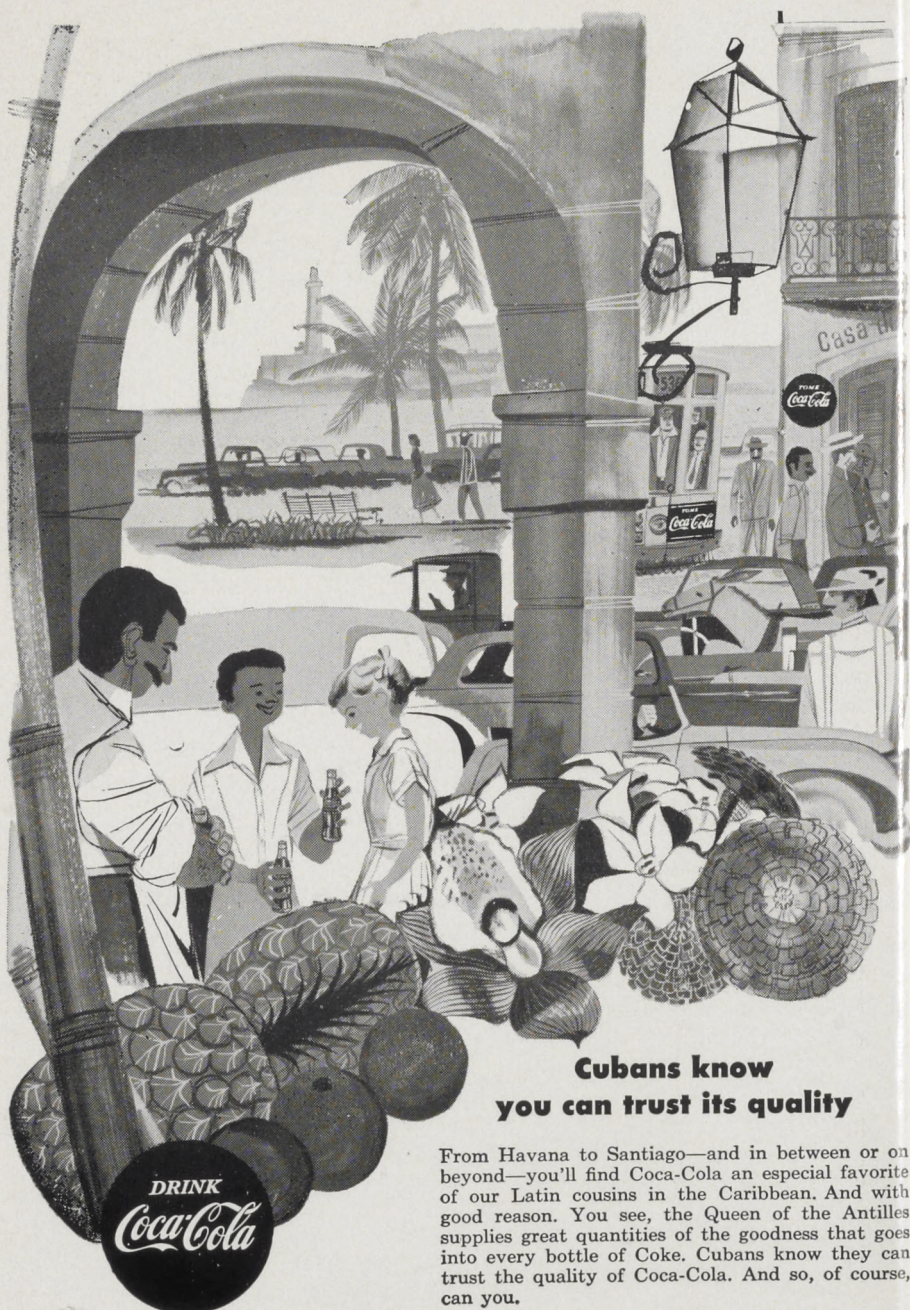
OCTOBER, 1955

the **ATA**
magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION



SOLITUDE — LAKE MINNEWANKA



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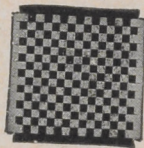
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Affiliated with the Canadian Teachers' Federation. Published on the fifteenth of each month except July and August. Subscriptions per annum: Members \$1.50, Non-members \$2.00, Single Copy 25c. Authorized as second-class mail.



TO IMPROVE QUALIFICATIONS

The Alberta Teachers' Association offers annually eleven \$500 scholarships to undergraduate and graduate students in education. The first two of these scholarships were awarded recently to Lois Deane and Nola E. Thompson, daughters of Edmonton teachers.

To complement the Association's scholarship program, a professional assistance fund has been established. Loans from this fund may be made to teachers who desire to continue their studies in the Faculty of Education of the University of Alberta.

Action speaks louder than words. We believe in the ultimate objective of four years of teacher education for every Alberta teacher. We expect that the Association's scholarship and loan committee will become one of the busiest of all our committees in the years to come.

SPECIAL PRIVILEGES?

The six-weeks' student-teacher program is now in its second year. A review of some of the statistics released by the Department of Education and reports from teachers throughout the province are cause for concern.

Of the 1954 crop, 71 returned for the second six-week session. One of these failed. Seven were granted supplemental privileges, but retained first year standing. Two were extended first year privileges by order-in-council.

Of the 89 who enrolled for the first time in July, 1955, five failed and six were granted supplemental privileges. Statements of qualification were granted to 78.

Apparently there are now about 150 six-weeks' student-teachers either in the classrooms of Alberta or available for hiring by school boards.

To date, the Alberta Teachers' Association has not been able to obtain from the department a listing of the classrooms in which these six-weeks' student-teachers are operating. Reports from our members this fall indicate that at least 35 of 61 have been placed in multi-room schools. In a number of cases, we are informed they have been assigned to classrooms which qualified teachers would prefer. We are also told that some apply specifying the school and the classroom they are prepared to take over.

As we recall, the original intention was to place six-weeks' personnel only where no qualified teacher was available. However, the passage of time may have dimmed the memory. In any case, only a year of *The Emergency Teacher Training Act* has sufficed to find methods for extending statements of qualification either by ministerial consent or by order-in-council.

IDEA MEN

"The best teacher public relations program, ever!"

That's the way several 1955 workshopppers described the Alberta Teachers' Association Banff Workshop.

The 1955 workshop was the seventh and was to many who have attended previously the best. The weather was ideal, the groups interacted well, and the spirit of cooperation could scarcely be better.

That's good! But patting yourself on the back at this stage is a bit ahead of time. The idea of the Banff workshop was to provide each local throughout Alberta with "idea-men". Banff workshopppers should infuse new spirit into their locals, bring more understanding to problems of local administration, pensions, public relations, and curriculum planning. People who took the education writing course should be able to help with your newsletters, your press and radio releases. Don't let your workshopppers' new ideas lie idle.

The most important ingredient —

What's Interesting

"I make a point of being with people a lot", a successful article writer once remarked. "I talk to people. I talk to them to find out what worries them, because what worries them of course interests them. Then I write an article to help dispel the worries. I sold a dozen major articles last year that way."

The members of last summer's education writing class at the ATA's Banff Workshop will not only recognize that as an example of a quotation lead; they will also (I trust) recognize it as an illustration of the first fundamental of successful writing: you must write about that which interests your audience.

There is no recipe, of course, for successful articles. Most of them have certain common characteristics. They are well-organized; they have an intellectual shape which makes them "add up". They generally have catchy leads; they are generally written directly and lucidly. The writer can achieve all these things, however, and still fail his main job.

If, however, he has the talent for knowing—or finding out—what interests people, he may be successful sometimes in the face of dire deficiencies in other qualities.

No Substitute for Interest

In my first year of teaching, a remarkably long time ago, a young man who was barely literate demonstrated this to me. It was the first course in magazine article writing which I had ever taught, and one of the first articles submitted concerned a new process for handling cut flowers. It had been written by a young man whose father ran a greenhouse.

It was, it seemed to me, an abomination of an article. There were no more

than three capital letters in its four miserably-typed pages; its spelling was an outrage; it had no recognizable lead at all. I pontifically assured the young man that there really was no excuse for this kind of thing.

He was apologetic.

"I already sent it out", he said.

"When it gets back", I said, "we'll start all over."

Within a week he was back, waving something under my nose with a sly grin. It was a cheque, and he had received it from a nursery magazine which recognized that he had something of interest to say about cutting flowers grammar or no grammar.

This does not mean that the basic literary graces aren't important, or that a writer can have a consistent success without them. It does mean that they are no substitute for interest.

Use and Interest

How does the writer evaluate the interest of his potential readers in the article which he is planning? It seems to me that a good idea for an article must answer "yes" to one of two questions: is the material directly useful to the reader?, or, does it appeal to the reader's intellectual curiosity—does it tell him something he doesn't know, but wants to learn about?

Obviously, it is easier to evaluate an idea in terms of the first than the second. Intellectual curiosity is hard to judge; self-interest is not. The young illiterate's article told people in the flower business how to do a job better; it was worth dollars and cents to them.

Similarly, it should be hardly a surprise that one of the largest-selling books in the United States for the past

About Education?

WILLIAM PORTER

fifteen years has been a volume called *How to Figure Your Income Tax*, or that *Better Homes and Gardens* should grow rich telling people how to add a wing to the house or prepare children for school. Much has been made of the rise of the "do-it-yourself" movement in both Canada and the United States; "do-it-yourself" is simply another way of capitalizing on the reader's self-interest.

Even many publications which use no "do-it-yourself" material capitalize upon self-interest in the same way. The *Reader's Digest* may not tell you how to make a bookcase out of an orange crate—but it does tell you how to avoid obesity, or how to be happy though worried. The *Saturday Evening Post* may not tell you directly how to build a playroom in your basement—but it will tell you that your chances of being killed in an auto crash are much slighter if you install safety belts in your car.

The second kind of material—the kind which appeals to the reader's intellectual curiosity, but does nothing for him beyond enlarging his information — is harder to prepare and more unpredictable when it comes to marketing the manuscript. An editor can use only his intuition to decide whether his readers will be interested in Hindu marriage customs or a profile of Henry Cabot Lodge.

Specialized Writing

Fair enough, somebody might say, but does this have anything to do with education writing?

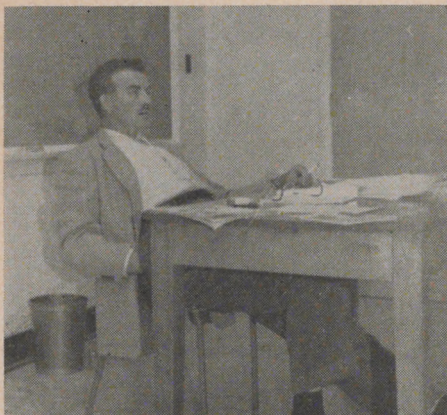
Actually, there is no such thing as education writing—no more than there is engineering writing or football writing or pharmaceutical writing. There is writing **about** education, and the rest of these specialized subjects; sometimes writing about them is simpler for the writer and more effective for the reader if certain little specialized techniques are used—but the basic process is always the same, the fundamental skills unvarying. A good medical writer can write equally fine articles about education; an education writer can write just as well about medicine, after some preliminary study of the terminology.

Does effective writing about education answer "yes" to one of the two questions discussed a moment ago? I think it does.

Most of the writing which teachers do for other teachers, for example, in magazines such as this one—should be directly useful to the reader. So is most writing which appears in professional or technical journals of any sort. Research in the learning process, accounts of new techniques in laboratory courses in chemistry—from these the teacher learns things which can be used in the classroom. Debates about the teacher's right (or lack of it) to strike, or the system of teacher training in England, although they may not be directly useful, still have a strong element of self-interest for any teacher; they may indicate something about his future, or give him some ideas about the improvement of his profession.

Self-interest also affects the material about education which appears in the mass magazines (and, to some extent, the newspapers). These days there is a great deal of such material. Ten or fifteen years ago, there was very little;

THERE IS NO SUCH



thing as education writing. Bill Porter, our author, tells his group that they can write about education, that successful writing capitalizes on reader self-interest.

interested in writing about education has already benefitted greatly. He will benefit more—providing that he selects his audience and makes an honest effort to evaluate the things which interest it.

The business of assessing interest, then, was a primary item throughout the five days of the workshop sessions. First of all, there was an assignment which required members to bring in a list of ideas, most of which were then examined in class discussion. For example: what about an article saying that new techniques of teaching spelling to Grade VI in Edmonton are effective? For a professional magazine, unquestionably; for an Edmonton newspaper, very likely; for a general publication, probably not, because of the localized geography. How about a piece based on a student who remarked to his teacher that he was anxious to get out of the “prison” of school so he could join the army? This is not an article idea at all, really, but simply an anecdote which might be useful in an article someday.

magazine editors said in effect “who wants to hear about the schools?”.

Then, for a variety of reasons, writers began to discover that the reader had a self-interest in public education too, if it could be properly tapped.

Every teacher knows what happened, particularly in the United States. The ordinary citizen will read about public education, it seems, if it is written in terms of his own child (and particularly, alas, if the article or book says that his child is being cheated). The flood of articles and books is still growing; there has never been so much general interest in public education.

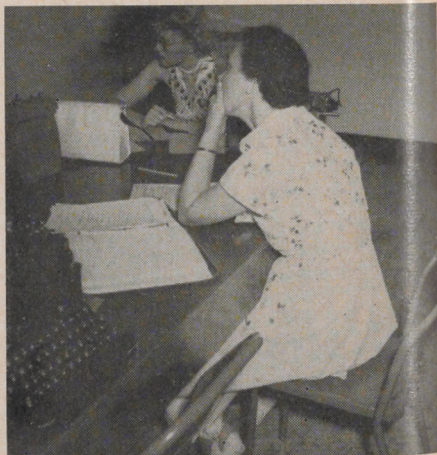
They Chose the Six-Weeks' Course

The major assignment of the week was the writing of a full-length article about a pre-arranged subject which the

Criticism Promotes Interest

Several members of the writing group at the workshop pointed out that, even though much of the material appearing in the popular press is critical, this new interest is actually to the advantage of the profession at which we all work. Discussion of curriculum and the learning process are hot copy today. In the long run, it seems to me, the whole institution of public education will benefit from such discussions; he who is

HOW TO SAY IT?



DEADLINE! DEADLINE!



One way to learn how to write is to write and write and write. At the Banff Workshop our writers pecked away at their typewriters from morning until—well, morning.

group felt had a great interest potential. We chose the six-weeks' training scheme; Dr. Harold Baker, of the University's Faculty of Education, came in for an interview on the subject. This not only provided a laboratory exercise in the delicate art of extracting information from people, but also some useful factual material.

Members of the class were then told to take whatever approach they liked to the subject in preparation of their articles. Most of the resulting pieces were "anti" the scheme, but about a half-dozen were "pro".

And almost all of them, to the considerable satisfaction of the management, showed awareness of the importance of reader interest. Most of the "anti" pieces were directed at the professional audience, pointing out that continued operation of the plan could mean loss of status for the profession, eventual cor-

ruption of the standards of teacher training, and the like. A few were directed at the general public, and pointed out the inadequacies of such teachers and what these inadequacies could mean in the education of **your** child.

Most of the "pro" pieces, on the other hand, were aimed at the general reader, pointing out that correspondence courses are no substitute for the classroom experience, pointing out the magnitude of the province's problem in teacher supply; one even took the debatable and fascinating angle that the six-weeks' trainee can teach your child better because of his freshness and enthusiasm, his lack of the traditional calamity-howling of the old pro.

A smaller group of "pro" articles defended the system for a professional audience; one of these, perhaps the best
(Continued on Page 24)

The Local

WHAT is the condition of our locals? Are they strong with wise and purposeful leadership?

Each successive year seems to bring evidence of greater strength and better leadership within the locals of the Alberta Teachers' Association. Stress has been placed, since the inauguration of the ATA Administration course, on the need for active participation in all local affairs. Perhaps the workshop has created interest and active participation on the part of many teachers in their own problems.

This year, the workshop reverted to a four-group pattern. Each group met for two half-days with each consultant. Unfortunately, the course in administration appeared to cover too many topics. Parts of the former collective bargaining and pensions courses were introduced and this seemed to fill the course to overflowing. Insufficient time was left to deal with a variety of problems.

A general outline of local administration was presented to each group with the suggestion that discussion centre around the portions of particular interest to the group involved. The consultant specifically directed a short period during each day toward collective bargaining and pensions.

A Variety of Problems

While each group grappled with different problems in different ways, the reports of each recorder show a degree of similarity.

It was noted that where centralization is advanced, the sublocals tend to become meetings of a particular staff.

Many representatives were uncertain if they had local constitutions. They were advised to study the model constitution

LARS OLSON

and to make changes if deemed necessary.

Most locals seem to have no difficulty in financing from the 60c per member per month rebated from provincial fees. A few active locals have found it necessary to supplement by means of a local fee. Some have raised considerable money by community enterprises.

Attendance at meetings is a problem. Some of the factors causing poor attendance are distances, roads, and apathy. The groups thought that attendance could be improved if some originality and personal interest were injected into local programs. Advocated were such things as: award nights, parents' nights, career nights, Education Week activities. Some suggested that pictures should be taken at school functions. Others suggested that we should consider the possibility of interesting the National Film Board in making a film of the Banff Workshop in session.

Many delegates observed that locals don't pay enough attention to public relations with their membership. They felt that teachers should be kept informed. Receptions for new teachers should be arranged. The first local meeting should be a good one. News items should be prepared for the local papers. Talent inventories of members would prove useful in program planning.

Teachers should interest themselves in professional research. Educational research is a public service as well as a professional activity. Faculty of Education and Department of Education offi-

The Mainspring

INTERRUPTION!



Future local leaders. The ATA Administration course explored ways of injecting new spirit into local meetings.

cials will aid in establishing and conducting such programs.

Other decisions of the workshop groups concerning local administration were that executive members should be reimbursed for mileage and other expenses and secretaries should be paid an honorarium. In order to preserve continuity on the executive, officers should move through the various executive positions. Regular meetings with proper agenda should be planned.

Collective Bargaining

Mr. H. J. M. Ross, our vice-president, and Mr. H. E. Bendickson, chief execu-

tive officer of the Board of Industrial Relations, acted as resource personnel during collective bargaining discussions. The general consensus of the groups was that bargaining should commence with the selection of a salary policy committee which should maintain close liaison with the negotiating committee. Written briefs should be presented and a record of all meetings and discussions should be kept. Agreements should be complete, clear and lucid.

Pensions

Miss C. E. Berry, assistant secretary of
(Continued on Page 39)

The Teacher's Place In

— the teacher

EVEN in this enlightened period of educational thinking considerable confusion still surrounds the term "curriculum". To the public and to many teachers the word is synonymous with "course of study" or "prescribed classroom program". Also, to such individuals, the planning involved in curriculum construction is obviously something that is too highly complicated or technical for the common classroom teacher. This is work for the Department of Education, assisted by master teachers, educational experts and specially trained curriculum authorities. The ordinary teacher's function is to interpret the various bulletins and directives that come from these sources to the best of his ability and to try to carry them out. If the directives occasionally prove to be inapplicable to the local situation, that is unfortunate. Changes will have to be postponed until new directives or authority has been received.

The discussions among the delegates attending the ATA's first workshop sessions on curriculum planning showed that these and many other popularly accepted notions about curriculum activity needed drastic modification. The business of determining educational goals for our society and the means of achieving them is too big a job for any small group, however expert, to attempt alone. Not only is it the democratic right of all concerned with education in our province—the public, the local leaders, the teachers, the department, and even the pupils—to participate and share in curriculum development, but the help and the ideas of all are urgently needed if effective progress is to be made.

A. GEORGE BAYLY

Each group has an important function to perform and a distinct contribution to make.

The Department Gives Unity To Our Effort

Sober reflection led the delegates to appreciate the responsibilities of the provincial government in the total curriculum process and the important functions government performs through the Department of Education. Only through a central organization can we be assured that the common goals for the province as a whole will be met. The Department has the task of coordinating and unifying our local efforts and of seeing that no educational needs of any group are overlooked. Their help is needed too, in preparing teachers' guides in such subject areas as social studies, mathematics, enterprise and the like. No useful purpose is served by having each local group grind through the same process of producing curriculum guides when the common framework can be provided by province-wide committees in the various fields. Delegates felt the latter procedure meant an important saving in time and effort for individual teachers.

However, strong exception was taken to the feeling expressed by some that departmental publications should be regarded as prescriptive or that they were the final word. Instead, departmental bulletins should be regarded as state-

Curriculum-Making

is one of a team. Curriculum-making is group effort

ments of suggestive procedures only and a guide to local action. As such they serve a useful purpose. But it is the responsibility of the local group to study them and make such adaptations or revisions as will satisfy local needs and objectives. Without such participation lay and school groups fail to gain the experience and understanding that is necessary for implementing a program intelligently. When the program is understood and organized at the local level it becomes their local program and not just another statement to accept and file away. The best help the department can give in this connection is to provide consultant advice to local groups when they are attempting to translate provincial objectives into programs for their own communities. Appreciation was expressed for the guidance which has already been given by department officials and members of the Faculty of Education.

Direction Determined by Public

Time did not permit an exhaustive consideration of the functions of the public and local leaders in curriculum planning. It was agreed that to leave out the former would be to ignore the group that has the final say about the broad goals of education. While parents and other lay groups cannot play a large part in the purely professional aspects of curriculum planning they can make a contribution as participants in the discussion of our basic educational purposes. Ultimately, their views on the direction which education should take in our province must prevail. The delegates were concerned that our greatest

hope for success in spreading this interest lies with the home and school associations.

Local leaders, including city superintendents, divisional superintendents, supervisors, and principals have responsibilities peculiar to their position in the total curriculum picture. They have the job of seeing that the provincial program is properly interpreted and adapted to suit their particular city, division or school. They are also the persons through whom new curricular matters can be communicated to the teachers. By virtue of their experience and their position they are able to stimulate participation by teachers in solving the problems with which their communities are faced. Failure to lead on their part would invite either confusion or apathy along with the possibility that the central authority would have to assume more control.

The Teacher's Role is Significant

Good teaching and good learning are the reasons for which all aspects of curriculum development exist. On this account it was felt that classroom teachers occupy the most vital and central position of all the groups. Domination of curricular activities by small committees is declining everywhere for the simple reason that teachers cannot be expected to use effectively something which they have not had a hand in developing themselves. Participation at all levels and in every phase brings growth and status, and with them, the understanding and confidence so necessary to intelligent, creative teaching. Everything related to a curriculum program requires

the participation of teachers, for this group is the one most concerned in its application.

Further discussion led the delegates to see that the modern definition of curriculum is becoming more comprehensive in harmony with our expanding conception of education. To most educators today "the curriculum includes all those learning experiences which children and youth have under the direction of the teachers".¹ It is not limited to the planning and construction of teaching guides or courses of study at department level but it also embraces the planning and teaching activity that goes on in each school or classroom. The preparation of resource units and other teaching aids is curriculum work as is the construction of a new report card or a workshop to solve problems or learn **new techniques**. On the basis of this definition there is unlimited scope for teacher participation.

Teacher Activity is Widespread

Viewed from this broader standpoint, it became evident that much more curriculum work was going on than is generally realized. A part of each group session was devoted to a consideration of local problems and the methods which were used to solve them. From the accounts related it was apparent that teachers are attacking a wide variety of educational problems with a courage and a resourcefulness that is a credit to the profession. In practically every part of this province teachers are quietly developing plans of their own or adapting existing ones so that each pupil will get the kind of education he needs. Moreover, a great deal of the activity illustrates an appreciation of the principles that are involved in modern curriculum planning.

Definite provincial guides would not have anticipated or provided the complete answer to one problem reported. A particular school served a large number of children from an air force sta-

George Bayly is assistant superintendent of schools in Edmonton. His special responsibility is elementary education. Mr. Bayly was consultant at the Banff Workshop in the curriculum-making group. He knows what he talks about when he says curriculum-making is a group effort. Edmonton elementary teachers work with Mr. Bayly in this field and have produced a number of resource units in the past two years.

tion. Many of the children were bilingual, most of them had part of their education in some other province and all exhibited varying degrees of adjustment to their wandering life. What kind of program would suit the majority in this situation? With some help from departmental officials but largely through their own efforts, the staff of the school developed a special program to meet the circumstances even including French as a second language from the kindergarten up for those desiring it. The thinking required in determining the best course, the opportunity to share in the planning, and the satisfaction that comes from meeting these pupils' special needs gave all of the teachers in the school a curriculum experience of tremendous value.

Space does not permit elaboration of any of other local problems which were reviewed. One city delegate described a program developed to permit children to advance through school at varying speeds. Another outlined the efforts of teachers in one large centre to improve instruction by means of locally prepared tests and resource material. Still others referred to work being done by teachers in the divisions in a wide range of subject areas that needed attention. One delegate even related how the high school pupils in his town took over the

1 The Teacher and Curriculum Planning, Spears.

CURRICULUM MAKERS ALL



One of the four groups with George Bayly. In this group were Wilma Hansen, president of The Alberta Federation of Home and School Associations, Dorothy Pape from the Federation of Women Teachers' Associations of Ontario, Dr. Harold Baker of the Faculty of Education, Bill McGrath and Inez Castleton, district representatives for Northwestern Alberta and for Calgary City.

complete operation of the local paper as a work experience.

In all this curriculum planning none of the participants regarded himself as a curriculum authority. All are teachers and principals faced with problems that have to be solved. They bring to the solution of these problems the knowledge and skill they happen to possess. In the process they gain insights and broader understandings which will enable them to tackle future problems more effectively and more confidently.

It was recognized that teacher participation in curriculum planning can be stimulated and maintained more readily in large centres. Groups can be brought together with little difficulty. Expert advice can be secured at almost a moment's notice and there are usually more experienced teachers available to help.

Obstacles Being Overcome

Elsewhere teachers must travel long distances to meet. It is difficult to find a convenient time and place for meetings. Expert help is not always available when needed and staff turnover disturbs the continuity which is necessary to a sustained effort.

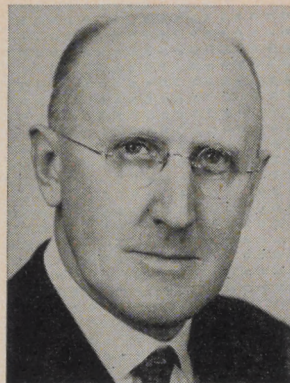
In spite of these obstacles it is encouraging to see how many of them are gradually being overcome. Establishment of consolidated schools is providing part of the solution. More and more school boards are granting a number of days for institutes and staff meetings as they begin to appreciate the value to their children of curriculum work by teachers. Many groups hold Saturday meetings. Others bring teachers to meetings by school vans. In fact, from reports we have received, almost every

district has a nucleus of competent, interested teachers who work with the curriculum and its problems.

Dean Smith Retires

Teachers Prepare for New Role

By their actions teachers have shown that they know the significance of their role in curriculum planning. Teachers are no longer content to be passive followers, meekly carrying out suggestions or directives determined by others. They realize that they have reached a stage where they must assume a more responsible, mature share in developing programs.



DR. H. E. SMITH

Has your local made curriculum plans for this fall?

Two good references are available from the ATA Library—*Curriculum Planning* by Edward A. Krug and *The Teacher and Curriculum Planning* by Harold Spears.

Curriculum planning, then, is a cooperative undertaking. Other groups have a vital interest in the outcome and each has a contribution to make. Provincial officials, faculty members, local administrators, and lay groups, as well as teachers, are eager to help. The effectiveness of the group effort will determine to a large extent the degree to which improvement takes place in the school program. The quality of teacher participation marks the level of our professionalism.

Dr. H. E. Smith retired as dean of the Faculty of Education on August 31. His retirement closed a career on the staff of the University of Alberta dating back to 1929.

Dr. Smith was born in Cobourg, Ontario, where he received his elementary and high school education. In 1908, he attended the Regina Normal School and later taught rural schools in Saskatchewan for four years.

Dr. Smith received his B.A. degree from the University of Illinois in 1916, his M.A. and M.Ed. degrees from the University of Alberta in 1925 and 1927. He received his Ph.D. degree from the University of California in 1929.

During World War I, Dr. Smith was three years in the services. He also served in World War II from 1942 to 1945 as a member of the personnel division.

Dr. Smith taught in North Battleford Collegiate in Saskatchewan, Central High School, Calgary, and for one year on the staff of the Calgary Normal School.

In 1929, he was appointed to the staff of the University of Alberta as a member of the department of philosophy and psychology. In 1944, he became director of the University of Alberta Summer Session. This was the year during which

(Continued on Page 39)

49 locals were represented by 72 delegates at the 1955 ATA Banff Workshop. 55 delegates attended the general course; 17 were registered in the writing course. 20 locals were not represented. This year's workshop, August 14-21, was the seventh the Association has held.

Yes, Nellie Was A Teacher

MARTHA HALL

NELLIE'S new fourth-grade teacher had not been west of the Mississippi River before and her limited knowledge of Navajo life must have been apparent. However, she moved cautiously, trying to give her young pupils a sense of security and to avoid wrong impressions, which are sometimes lasting.

Within a few days teacher and Nellie were slowly bridging the gap which usually widens when a stranger comes on the scene. So Thursday afternoon of the first week Nellie volunteered to stay after school and "help teacher dust". Silently she dusted away nearer and nearer to the table where teacher was working. Finally she asked softly, "You talk Navajo?"

"No, Nellie, I cannot talk Navajo."

"I teach you Navajo", she whispered.

"That will be fine. You teach me to speak Navajo and I will teach you more English."

At this point the conversation ended. Nellie had carried out the first part of her plan successfully, so why should she waste words? After the dusting was finished, and the dustcloth put away carefully, she slipped out of the room and down the hall.

When teacher came out of the school building, there sat Nellie on the front steps, waiting patiently. "I teach you Navajo now", she said. This opportunity to learn Navajo so soon was far more than teacher had expected. In fact, this was almost too good to be true!

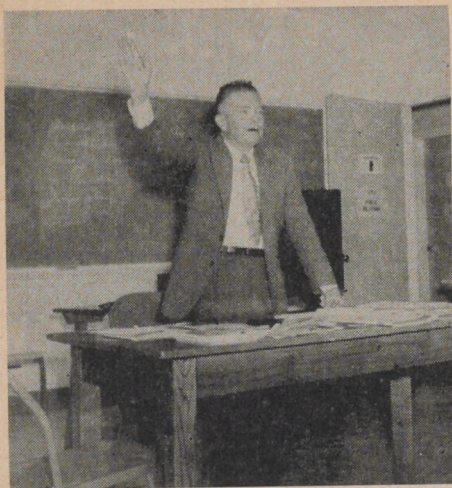
As the two walked across the campus hand in hand, the first lesson in Navajo was given. Teacher was told once in Navajo the name of everything in sight.

Martha Hall is educational specialist in the U.S. Bureau of Indian Affairs. Her story is reprinted from *The Education Digest*.

The lesson began with Mother Earth, moved to things both far and near, and ended with Father Sky. Nellie's Navajo words were spoken with confidence but even then her teacher had to strain to catch each unfamiliar sound. She tried to repeat these strange new words, but with much difficulty. When the two reached the club where teacher lived, Nellie smiled at her and ran to join her friends.

No mention was made of a Navajo lesson the following morning; however, that afternoon Nellie prepared her lesson plan and waited on the front steps. The words, "I give you a test today", came as a complete surprise to teacher as she walked out of the front door.

The two started across the campus again. Nellie was confident that her teacher knew many Navajo words because she had told them to her the day before—but teacher was trying to recall just one Navajo word. Soon Nellie showed signs of growing impatience with her pupil, who had not remembered a single Navajo word. Finally she could see no good reason to continue with her lesson plan for the day. So she stopped short, looked down at the ground, kicked a rock with the toe of her small shoe and said, "Well, teacher, you dumb".



BELMONT FARLEY

A good school is not "its own best publicity". As a matter of fact, the best schools are frequently in the "hot-test water". This is particularly true if steps for the improvement of the schools have been taken rapidly, if numerous long-accepted but outdated practices have been replaced by innovations, or if the changes made to provide better educational services have been costly. More than one school superintendent whose training, experience, and vision qualified him for the highest type of educational statesmanship has watched a school system he rebuilt on the finest modern lines, crash for lack of popular support—support that might have been gained by an adequate program of public relations.

Public relations for schools are no fad nor cute window dressing. They are an integral part of the process of organized public education itself.

Schools Mirror Society

Schools have always tended to promote the objectives and interests of the society of which they were a part. In ancient Sparta, education was warlike because the principal business of Sparta

Public

You must consid

was war; in Athens, education was literary and artistic because it was controlled by a privileged class interested in cultural pursuits; during the Middle Ages, education was a handmaiden of the church; and the school of Colonial New England upheld the principles of Puritanism.

The Teacher Molds the Nation's Future

Whoever determines the character of education has an important part in directing the course of society. This fact has been stated a score of ways. "Tomorrow is building in the classrooms of today." A large association of advertisers in the United States in recent years has popularized the slogan, "Education molds the nation's future". The enemies as well as the friends of the school have come to accept this. The influence of the textbook and the teacher is so well recognized that it needs little elaboration.

With—Not For

What is needed is a means by which the public as a whole can join the educator and the textbook in charting the pattern of the future, woven in our schools every day. All people subscribing to the principle of self-government, must be concerned with the kind of government that will prevail tomorrow as well as the character of government today. It is through the relations of the school and public brought together in innumerable ways that teachers, pupils and other citizens may plan together the structure of the society in which the next generation will live. However skilful and

Relations of the Schools

he other fellow

far-sighted an educational leader may be, he must plan **with** the public and not **for** them.

Educational Public Relations Different

It is this characteristic of school public relations that makes them very different from the relations of commerce and industry with the public. Their primary purpose is different.

The concept of educational public relations as a means of "selling" the schools to the public is not comprehensive enough to encompass the whole job. The phrase may have value upon certain occasions, and may serve as a stereotype in visualizing some of the functions of public relations for certain people, but it falls far short of describing the practice and suggesting the significance of this school service. The salesman has a finished product, and often a very good one, to sell. He does not ask the person to whom he is selling it to help him produce it. In his public relations, the educational leader, however, enlists the participation of the public in a task which is ever changing and in which the purposes and results—the product, are the people's own.

A commercial sales campaign seldom presents all the facts. A program of publicity for education must not fail to do so. It would be very unusual for an advertiser to describe the shortcomings of the article he has to sell. These shortcomings are the proper subject of discussion behind the closed doors of the business office. They constitute most important items of information for the engineers, the chemists, and other experts

concerned with improving the character of the product, but they must be most carefully guarded from the public. Such a policy on the part of the educational leader would be fatal. The citizens themselves are the engineers, chemists, inventors, and visionaries who create the ideals of a forever changing existence, and through a plan of public education reach out toward the attainment of human happiness.

Consider the Other Fellow

In one important particular, however, the relations of the school with the public and those of the salesman are very similar. They are both based upon human relations.

In recent years much emphasis in the educational press has been put upon the teacher in public relations. The teacher is advised to treat his pupils with courtesy and consideration. He is urged to meet parents affably. He is encouraged to keep his personality well furnished at all times. This, of course, keeps sullen pupils and irate parents out of the teacher's hair and out of the principal's office. But it is only very indirectly school public relations. It is pure and simple human relations. The same consideration of the other fellow is as important to the popcorn vendor or the brush salesman as it is to the success of the teacher. A teacher who forgets the consideration he owes to his fellows is not just a poor teacher, he is a poor human. Good human relations are important to the teacher and to the school and to the commercial salesman. They are the soil in which more important relationships grow. Standing alone,

they take the "glad-hander" and good fellow into satisfying social circles, but they do not interpret the schools to the people, and they do not sell goods. A climate of favourable opinion toward the school and toward the producer of goods is desirable, even essential. The salesman must sell; the teacher must work with parents, pupils, and other citizens to improve the schools. In that task the teacher has a heavy responsibility.

Interpret the Schools to Pupils

Teachers often overlook the opportunity of instructing the new generation of citizens in the philosophy, the purposes, the activities, and the achievements of the schools. Students learn of the rise, the modification and decline of political parties and systems; they study changes in agriculture and industry; they trace progress in transportation. But very few pupils at any grade level have an opportunity to know what schools mean to the society in which they live; how they are supported; what their principal problems are, how and why they change; what constitutes a good school building and how it is financed; how school districts are organized.

It is just as sensible for children to play school as it is for them to play shopping. In the latter, they learn about foods, textiles, money, arithmetic. In the former, they could learn about the whole process in which they are engaged every day, what it means to them, to their parents, and the community in which they live.

There are almost no books about education suitable for children in the elementary and secondary schools, but since the subject of study would be about them constantly, it would not be hard to learn a great deal about the schools without any texts.

The Citizens Committees

Teachers have an important role in all the public relations projects of the school. Since, as we have tried to point

out above, school public relations are relations with the public, many of these are personal relations. Parent and civic associations are open to teacher membership, and special groups of parents and other citizens can be created for the discussion of special problems of the school, to help adapt the curriculum to the needs of children and the community, to plan the most effective reporting of teacher to parent, to see demonstrated and have explained new methods of instruction and new types of school facilities.

Hundreds of community citizens committees for the schools have been appointed lately in the United States. Inspiration for the creation of such committees and effective methods of conducting them come from the National Citizens Commission for the Public Schools. The national commission was created and is operated almost altogether by non-educators who have a deep appreciation for what education means to the economic, political, and social welfare of the American people. Through such groups the homes may learn about the schools and the schools learn about the homes.

Communications

Available for interpreting the schools to the people by other means than personal contacts are the media of communication available in the community such as newspapers, radio, television, and the public platform. Exhibits of school work, education weeks, specially prepared leaflets and school newspapers, mimeographed or printed, are other ways of reaching people in large groups by visual means.

And Responsibility

It is easy to fail or be less than fully effective in a program of public relations. One of the most common causes of ineffective programs is failure to place responsibility. The direction of public relations must be somebody's job. The amount of time devoted to the program will vary from community to



We saw "Skippy and The 3 R's". Dr. Farley is director of the Division of Press and Radio Relations of the National Education Association.

community. It can be the full time of a director and a staff; it may be the part time work of a teacher. But it must be done regularly, and according to a plan.

Above All, Continuity

With some exceptions the continuously maintained program of public relations is most likely to get results. Part of the reason for this is the well known psychological principle of repetition. It is one of the best recognized practices of instruction in anything. Informing the people about the schools is no exception.

Intensive campaigns have gained popularity in recent years because the schools have often found themselves in difficulties from which they had to be extricated at once. It may be suggested that the difficulties might not have occurred or been so serious if citizens had been kept informed day by day of the situation and been willing to mollify or avert crises.

Spasmodic Campaigns Dangerous

Short-term campaigns have built many school buildings, raised many salary schedules, and introduced many new

educational services. Yet spasmodic programs often indicate poor planning of the educational program as well as of the public relations programs. While the "quickie" programs may be persuasive, they offer, usually, a ready-made solution to which there is no alternative. The people are denied the freedom of choice. The methods used are subject to the same criticism as are the methods of all propaganda. They are hurriedly prepared and executed. Their appeal is largely emotional. There is often exaggeration on both sides. Enemies as well as friends are aroused. Personalities often enter into what should be impartial decisions. There is often an aftermath of opposition that became organized and vocal during the campaign. The reaction after success is sometimes severe, defeat often spells disaster.

Leaders who look upon public relations as a means of enlisting the cooperation of the public in a plan of ordered progress in education over a long period of time usually prefer the continuous type of program. It has many advantages. It is likely to be conservative. It is relatively inexpensive. It need

(Continued on Page 37)

President's Column



Often teachers are inclined to shirk their responsibility to their professional organization by using some of the time worn excuses such as, "I haven't got time", "I couldn't do that job", or "Let Bill do it—he likes that kind of thing".

What has been won

I believe all of us should recall what the Alberta Teachers' Association has done for us, and what our responsibilities are to our professional organization. The collective effort of Alberta teachers has won—

- security of tenure—the people who have spent some time in the profession will realize what a boon this is;
- the right to appeal what is considered to be wrongful dismissal;
- a teachers' pension plan;
- The Teaching Profession Act;
- increased salaries and improved living conditions.

Your responsibility

What about responsibility to your professional organization? We are all shareholders in the Alberta Teachers' Association. What happens to it affects each member of the profession.

We should work to promote its welfare. We can't all be presidents or secretaries, but we can be on the team, helping to carry the ball. Together, we can promote professionalism, public respect for teachers, and influence the future of education in this province.

Every teacher should take an active interest in his sublocal, local, and provincial association. Accept office if your colleagues want you to serve them. Election is an honour conferred upon you by your fellow teachers who believe you have the ability to help chart a wise course. Or you can serve as a chairman or a member of a committee, or you can help others who have too much to do. Your organization needs you—and don't forget that you need your organization.

You should support the policies of your Alberta Teachers' Association. You and your fellow teachers helped to frame them. If you think they need revision, promote your ideas in your local. Good ideas attract support.

Ask yourself

And now for a few questions.

- Have you ever volunteered to do a job for the Alberta Teachers' Association?
- Do you adhere to the code of ethics?
- Do you realize that your relations with the child, the parent, and the public affect the Alberta Teachers' Association?
- Do you work with your home and school association?
- Do you give full support to your executive?
- Do you take part in community affairs, lending your talents as an individual and a teacher to better the place in which you live?

Our Alberta Teachers' Association is only as good as is our membership.

ATA Scholarships Awarded

Two of the eleven \$500 scholarships established recently by the Alberta Teachers' Association have been awarded to Edmonton residents.

The H. D. Ainlay Scholarship in Education has been awarded to **Lois Deane** of Edmonton, and **The John Macdonald Scholarship in Education** to **Nola E. Thompson** of Edmonton.

The Clarence Sansom Memorial Gold Medal in Education was won by **Dona Marie German** of Calgary. Miss German has not accepted **The Clarence Sansom Scholarship in Education** because she has moved to Ontario.

Audrey Katherine Chaba of Coronado was awarded **The John Walker Barnett Memorial Scholarship in Education** prior to the establishment of the new scholarship program.



LOIS DEANE

Miss Deane is the daughter of Mr. and Mrs. S. G. Deane of Edmonton. Her father is vice-principal of Eastglen High School and past president of the Edmonton Elementary local association.

Miss Deane attended Highlands Elementary and Junior High School and Eastwood High School. During her first year in the Faculty of Education she was awarded a Board of Governors' scholarship in education.

For two years Miss Deane taught on the staff of Oliver School, Edmonton, and is enrolled in the Faculty of Education for this term in the elementary pattern.

The H. D. Ainlay Scholarship in Education which Miss Deane has been award-



NOLA E. THOMPSON

Miss Thompson was born and raised in Edmonton, the daughter of Mr. and Mrs. H. C. Thompson. Her father is principal of King Edward Junior High School.

Miss Thompson attended Garneau Schools and graduated in 1952. At the May, 1955 convocation, she received the degree of B.Sc. in Household Economics.

During high school, Miss Thompson was interested and active in student affairs and in sports. Her chief extra-curricular activity has been music and she was a member of the Junior Symphony and the University Symphony.

The John Macdonald Scholarship in Education, awarded to Miss Thompson,

ed is offered annually to intramural students proceeding from the third to the fourth year of the B.Ed. program.

is offered annually to students from faculties other than education who are proceeding to the B.Ed. program.

Sansom Gold Medal



DONA MARIE GERMAN

Barnett Scholarship



AUDREY KATHERINE CHABA

School for Parents

The Canadian Broadcasting Corporation has announced that this year's **School for Parents**, conducted by Dr. S. R. Laycock, dean emeritus of education at the University of Saskatchewan, will commence on November 3. Broadcasts will be heard each Thursday as part of the Trans Canada Matinee over stations **CBX** and **CBXA**. This talk will be the second item on the program and will be heard at approximately **3:37 p.m. MST**. Titles for the broadcasts are—

- Nov. 3—Self-understanding: a Goal for Parents**
- Nov. 10—The Bossy Parent**
- Nov. 17—The Coddling Parent**
- Nov. 24—The Dithery Parent**
- Dec. 1—The Nagging Parent**
- Dec. 8—The Lazy Parent**
- Dec. 15—The Over-ambitious Parent**
- Dec. 22—The Unwilling Parent**
- Dec. 29—The Understanding Parent**

What's Interesting About Education?

(Continued from Page 9)

of the entire group, was aimed specifically at allaying the fears of the professional teacher (remember the writer cited in the lead paragraph?).

There were, happily, very few pieces written in a vacuum—general surveys of the system (general surveys of anything, outside of the Kinsey terrain, tend to be dull), or marshalling of opinions on both sides. The issue was treated as lively, as being of immediate concern to both professionals and the general public, and reading the articles was an encouraging experience for the instructor.

Leads, Style and Objectivity

The writing group did other things, of course. There was some talk about the mechanics—about types of leads, and what a good one is, and how to write one; about the basic structure of various types of articles; about style, so far as that indefinable and nebulous thing can

be talked about at all. And since newspapers, particularly the smaller ones, are pretty much dependent upon school personnel for the reporting of school news, we gave some attention to the elementary principles of good news writing. One of the early assignments for the group was to write a brief news item about the workshop for local papers.

The examination of these brought up an important consideration in newspaper style—the fact that news writing, in contrast to article writing, is supposed to be objective and not evaluative. This led the instructor to an impassioned oration against adjectives and adverbs in the news, about references to “a thrilling setting”, “lively discussions”, and the like.

**For the Girls, Husbands . . .
For the Men, Buicks**

“Go easy on the evaluative words for the newspapers”, I distinctly remember saying, not once but several times.

It was a good class, and its members took everything to heart. When the final official report, taken down by the class-appointed recorders, came out, it said that the instructor “stated the objectives of American college students as follows: for the girls, husbands; for the men, Buicks”.

Well, yes—I did say that. I said it smilingly, or jokingly, or tongue-in-cheek—or something, for heaven’s sake. Put in an adverb, friends, before a copy of that report gets into the hands of the administration of this university. They might find that line **too** interesting, and—well, you got any nice vacancies up Peace River way?

That should be just about far enough.

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**



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**THE RYERSON PRESS
TORONTO**



Official Bulletin, Department of Education

No. 170

Phonograph Records for French 10 and 20

The publishers of *Nos Voisins Français* have prepared a set of four 12-inch records, 78 r.p.m., consisting of 26 readings from the textbook. These include selections to give the fundamentals of French pronunciation and narrative, by very competent readers. These records are now authorized by the Department of Education in the same way as is other reference material, and are especially recommended for classes where difficulty is encountered in the oral aspects of the language. They are available from the School Book Branch at a price of \$11.45 less the usual 15 percent discount to school boards.

The following songs included in our French program are available from any record company: *Ma Normandie*—Victor—B1292B; *La Marseillaise*—Columbia—WL3408 DF760; *Tout Va Tres Bien*—Pathe—PA624 CPT2065. Although not on the course, the following is also suggested: *O Canada* (French version) Victor—B1223B.

French Dictionaries for Teacher and Classroom Reference

The following dictionaries are recommended for teacher reference and classroom libraries in schools where high school French courses are being taught: *Harrap's Shorter French and English Dictionary* (1954 printing), and *Nouveau Petit Larousse*.

These books may be secured on special order only from the School Book Branch. The former has the pronuncia-

tion of every French word indicated in a modification of the international phonetic alphabet. The latter contains no English translations, but defines each word in French terms. Larousse dictionaries are regarded as the most authoritative in the language. *Nouveau Petit Larousse* is lavishly illustrated. In addition, for verbs, adjectives, etc., an example of the use of the word is given.

Design for Canadian Living

This portfolio of designs prepared by the National Industrial Design Council at Ottawa and published by The National Gallery of Canada, should prove of considerable value in a number of junior and senior high school courses. It consists of a number of poster type displays, measuring 14" x 22", and includes illustrations of modern design and accompanying text material. Some of the topics the portfolio deals with are: evolutionary design, outdoor living rooms, how the industrial design works, design for the millions, design in relation to materials and function, the industrial revolution, etc. This portfolio should have considerable value in several of our high school courses, particularly Grade IX Art, Art 10 and 20, Arts and Crafts, and some phases of Home Economics. It is available from The National Gallery of Canada at Ottawa for \$1.

Contributions Invited to Anthology of Canadian Prose and Poetry

Teachers of English will be interested to learn that an anthology of prose and poetry by Canadian secondary school

Notice

By Order-in-Council No. 1165/55, By-law No. 1 of 1948 is amended as to Section 12 thereof by substituting therefor the following:

"12. Except as hereafter provided, no person receiving a pension shall be paid his pension for any period or periods during which he is re-employed as a teacher except when his pension would have been greater than his salary for such period or periods, in which case he shall receive as his pension the amount of the difference; provided nevertheless that a pensioner **who has attained sixty-five years of age** may be re-employed as a teacher for a period or periods of not more than sixty days in the aggregate in any school year without his pension being affected thereby."

At a meeting of the Board of Administrators, October 4, 1955, it was agreed this amendment should be effective from September 1, 1955.

Eric C. Ansley,
Secretary-Treasurer,
Board of Administrators.

pupils is being prepared for publication. This will consist of selections in English or French chosen from interesting, original and sincere compositions by pupils who have revealed outstanding talent as writers. Such material might be selected from classroom work or from contributions to school magazines. It may be submitted by teachers or directly by the pupils themselves. There will be no restrictions with respect to subject matter or form. Preference will be given to reasonably short compositions.

Contributions should reach the editor, Mr. Anthony Frisch, not later than December 1, 1955, and should be addressed directly to: Mr. Anthony Frisch, Pickering College, Newmarket, Ontario.

Submissions will not be acknowledged or returned. Copies should therefore be kept by the authors. Submissions should contain the name of the author, his or her grade, school, town, and province. Any high school student from Grade VIII to Grade XII is invited to submit contributions.

October, 1955

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..... Class

School

I will do my best to keep our class free from colds
by following these simple health rules:

1 KEEP FEET DRY
Remember to wear rubbers when it's wet and not step into rain puddles just for the fun of splashing.

2 DRESS FOR WARMTH
It isn't "classy" to wear overcoats and warm hats and gloves—wear them rather than get a cold chill.

3 DRINK PLENTY OF WATER
Drink at least six glasses of water every day, especially if there are any signs of a cold.

4 AT THE FIRST SIGN OF A COLD
Instead of using damp, rough handkerchiefs, always blow your nose with gentle Kleenex tissues. Because you use each Kleenex tissue only once, there destroy it,* germs and all, there is less danger of spreading your cold to others. . . . and you may avoid a sore, red nose.

*DISCAUTION: Always be sure you put your Kleenex tissue in the waste paper basket, don't leave them lying around.

Especially prepared to help decrease absenteeism in your classroom, Honour Roll Health Pledges stress cold prevention rules in students' own language.

Rules are appealingly illustrated. And by having their own names on their pledges, each student promises to follow them faithfully.

Another way to help prevent spread of colds is to keep Kleenex* handy, always in your classroom. Because each soft, absorbent Kleenex tissue is used just once, then can be destroyed—GERMS AND ALL!

Widely used by Educational and Medical authorities, Honour Roll Health Pledges are available free from the makers of Kleenex tissues. Be sure to order an Honour Roll Health Pledge for each of your students.

fresh air, but
draft and catch
to move, and
avoid getting

hot natural
eggs, vegetables,
be good for you—
strength and energy
resistance to colds.

**5 IF YOUR COLD GETS WORSE,
SEE YOUR DOCTOR**

Common sense will help you avoid colds . . . but if you catch a cold and it gets worse . . . especially if there is the least sign of fever . . . go to your doctor and do what he tells you to do.

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Honour Roll Health Pledges. (Indicate quantity) English

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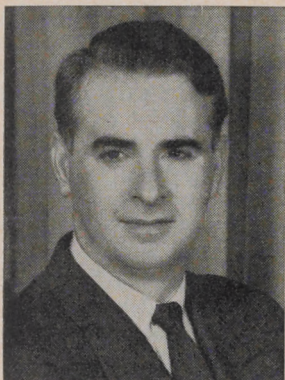
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Teachers in the NEWS

Cabinet Appointment



A. R. PATRICK

In the recent shuffling of cabinet portfolios following the return of the Social Credit government to power, A. R. Patrick, M.L.A. for Lacombe constituency was appointed Minister of Economic Affairs.

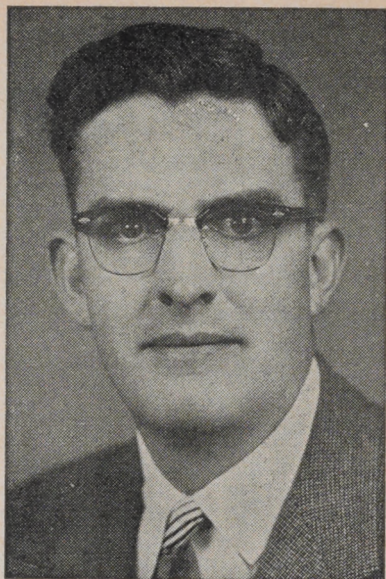
Mr. Patrick was principal of Lacombe Schools for nine years prior to his cabinet appointment. Previously he was principal of Westlock School.

Mr. Patrick served for two years as a member of the Executive Council of the Alberta Teachers' Association during 1948-1950. He is a past president of the Lions Club and is a member of the Masonic Lodge. Mr. Patrick is married and has three sons.

Alberta teachers' best wishes go with Mr. Patrick in his new work.

CTF President

Supervising principal of Simonds Regional High School in New Brunswick,



G. FORBES ELLIOT

G. Forbes Elliot is the newly elected president of the Canadian Teachers' Federation.

Forbes Elliot was born and educated in Saint John, New Brunswick. He holds his B.A. and M.A. degrees from the University of New Brunswick.

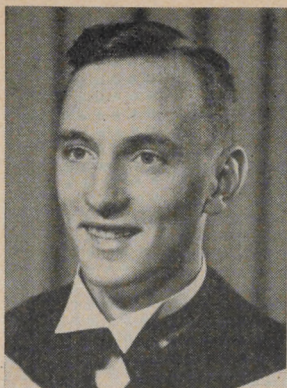
Mr. Elliot has been teaching for 21 years including positions in rural, ungraded schools, Saint John High School, St. Stephen High School, and since 1950, Simonds Regional High School.

The new CTF president is a past president of the New Brunswick Teachers' Association and the Saint John County Teachers' Association. He has served on the NBTA Teacher Training and Certification Committee and on the provincial curriculum committee.

Mr. Elliot is married and has two children. He is active in Kiwanis, the Y's Men's Club and church work.

New Executive Member

Ralph L. McCall of Acme, Alberta has been appointed by the Executive Council of the Alberta Teachers' Association as Calgary District representative.



RALPH L. McCALL

Mr. McCall was a candidate, together with the late L. R. Workman, in the Executive Council elections last Easter. Following Mr. Workman's sudden death, the Executive Council, pursuant to by-law 29, decided to appoint Mr. McCall.

A member of the Three Hills local association, Mr. McCall is vice-principal of Acme School. He is a graduate of the University of Alberta and will be awarded his M.Ed. degree at fall convocation.

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Let Your Greetings Help A Child

UNICEF greeting cards are again being produced and sold in Canada by the United Nations Association. This year the five gay designs donated by Edy Legrand, an eminent French illustrator, carry out the theme, "Holiday Bound—the World Around". Picturing typical childhood settings, the designs portray children in their last classroom hour or already embarked on holiday diversions.

This year the official UN card, also sold for the benefit of the United Nations Children's Fund, is being produced in Canada as well as the UNICEF designs. Antonio Frasconi of Uruguay contributed the design which pictures a polar view of the world surrounded by a wreath of the flags of the member countries of the UN.

All profits from the sale of the cards will be given to UNICEF, the United Nations Children's Fund. An order for a box of cards will enable UNICEF to buy a week's supply of milk for 50 undernourished children; DDT to safeguard four youngsters against malaria for a year; or vaccine to help protect 50 children against tuberculosis. With the assistance of UNICEF more than 90 countries are carrying on child nutrition programs, disease campaigns or improving rural welfare services—spending twice the value of UNICEF aid. More than 32,000,000 children and mothers will be helped this year.

The cards, lithographed in full colour, will be sold in boxes of ten for \$1 a box. The UNICEF cards have two of each of the five designs in a box and the UN cards are supplied in one design only. Both varieties will be available with Season's Greetings in the five official languages of the United Nations or as plain note cards with no greetings. Illustrated brochures, describing the cards and explaining the project, are also being printed and will be sent on

Letters to the Editor

To the Editor:

As usual we are very eager to get some addresses of young Canadians, preferably between the ages of 15 and 18, who would like to correspond with young students in Germany or other German-speaking countries like Austria or Switzerland.

May we ask you to be kind enough to contact some schools in which German is taught and tell them of our request and in due course forward suitable addresses to us.

Yours faithfully,
GERD PETER PICK,
International Service,
Canadian Broadcasting
Corporation,
Box 6000, Montreal, P.Q.

Editor's Note: Teachers might inform students of this request.

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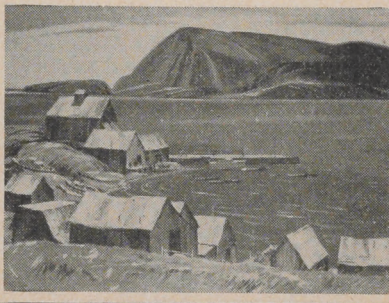
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request to anyone interested. All mail
orders should be sent to the United Na-
tions Association, 340 McLeod Street,
Ottawa.

We Worked and Played at —

The 1955 Banff Workshop Alberta Teachers' Association

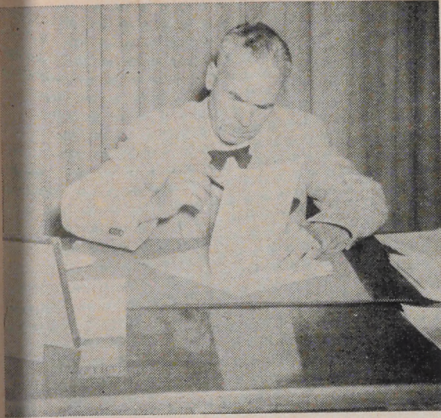
THEY KEPT US WORKING



Front row, left to right: Dr. Belmont Farley, Fred J. C. Seymour, John Amend, George Bayly.

Back row, left to right: H. J. M. Ross, Catherine Berry, Lars Olson, William Porter.

ALBERTA SENATOR



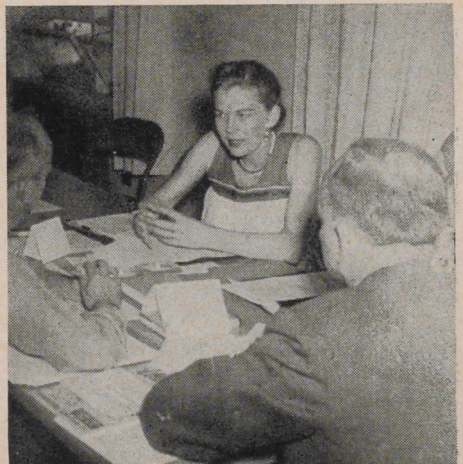
Donald Cameron, recently appointed to the Senate, is director of the Banff School of Fine Arts. Senator Cameron and his staff do everything possible to make our Banff Workshop a success.

H. E. Bourgoïn (Bonnyville) elaborates his point in ATA Administration. Fred Danel-esko (Lamont) and H. Kowassan (Athabasca) chip in with their comments too.



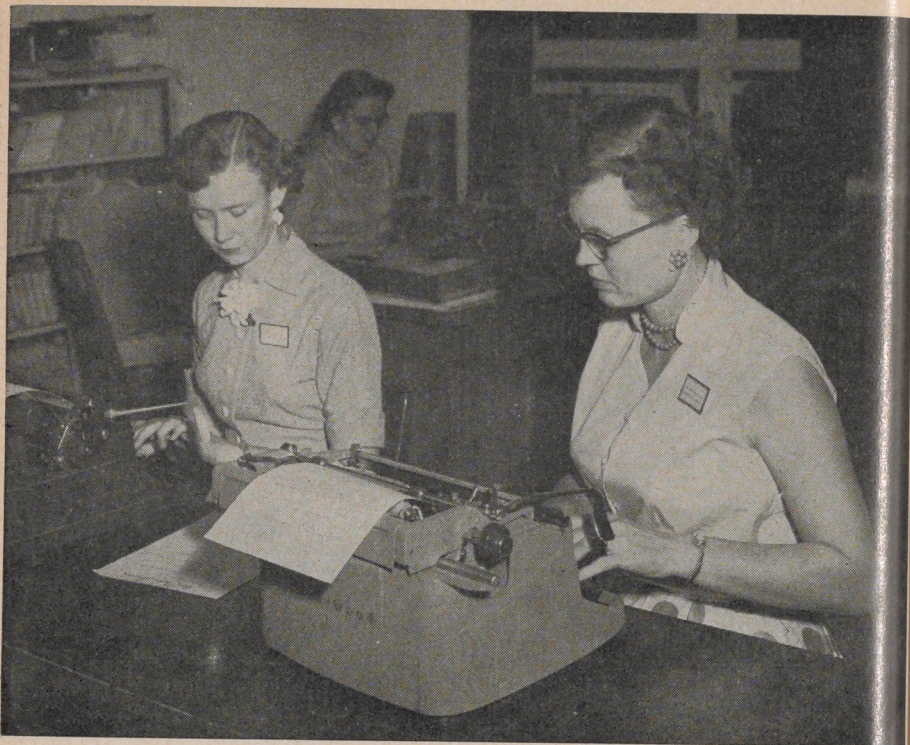
"NOW, IN OUR LOCAL, WE—"

Group D in Curriculum-making splits into action groups. Mrs. Verda Litke (Sullivan Lake) tells Warren Bailey (Edmonton) how things are done out Hanna-way.



"LET'S GET DOWN TO CASES"

AND BACK OF THE SCENES



Mrs. Elsie Holmes and Mrs. Marie Braybrook (ATA staff) type recorders' reports.

DISCUSSION, DISCUSSION—



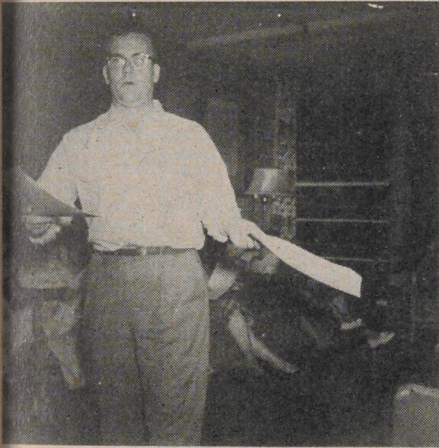
Fred Danelesko and Alex Deleff listen as H. E. Bourgoïn finishes what he started to say just before coffee break.

ALWAYS DISCUSSION

Harold Baker stirs his coffee as he tells his editorial troubles to Bill Porter, our writer-consultant. Belmont Farley finishes his coffee before he joins the fray.



DOWN BY—



Bob McIntosh, executive member, leads us in an evening sing-song in the lounge after ten o'clock coffee. By popular demand, Bob gave us the down-beat on two evenings.

THE OLD MILL STREAM

Harmony, harmony — beautiful harmony! Well, that's what Bob asked for—and we did try. Maybe our enthusiasm made up for our shortage of bass and baritone.



SEEING IS BELIEVING



Only a workshopper could have this luck. The leader of a band of Rocky Mountain sheep munches popcorn from a bag. The locale is the road beside Lake Minnewanka.

Belmont Farley left Banff with the title of champion rock-picker. From the slopes of Rundle to the Great Divide our indefatigable Belmont picked his way. On this occasion he took Kim Ross along as a geological consultant!

AND SO TO THE END



FOSSILS OR ROCK-PICKERS?



Eric Ansley, general secretary and director of the workshop, tells the delegates that they must become "idea-men" in their locals if the purpose of the workshop is to be realized.

Public Relations of the Schools

(Continued from Page 21)

seldom invoke to action the enemies of the schools. It keeps the public ready for intelligent participation in the solution of educational problems at all times. It tends to avert minor crises. It is intimately tied up with the concept of education as a responsibility of all the people. Its purpose is so to weave the schools into the pattern of everyday living that a blow to the schools is as keenly resented as a blow to the home and family. It attempts to secure recognition of the schools as an integral and vital part of the plan of parents and other citizens for the future of their children and the future of the community.

The continued program of interpretation of the schools and securing the reaction of the public lends itself to the employment of all the media used for public relations. The parents' associations, the newspapers, the annual report of the superintendent to the board of education, the public platform, and the pulpit, special messages to the home—in scores of ways the same message may be brought to all the people.

Everybody's Business

There are several audiences into which these people fall. There is the board of education, school employees, the pupils, fathers and mothers, the general public, and teachers themselves. Commercial directors of public relations often speak of segments of the public as "the pub-

lies". For the producer of goods, the differentiation of the audiences of public relations may justify the distinction so made. A manufacturer of plows would hardly try to sell them to bankers, and the producer of sewing machines will spend no great amount of time or money trying to sell them to cotton pickers. But some products, like flour, may have an appeal to everybody. Education comes in this category also. Every loyal citizen has some interest in it. Studies seem to show that, while the director of public relations must use different media for different audiences and sometimes shift his emphasis or the character of his presentation, he seldom needs to change his topic. The schools are of interest to **all**. In interpreting them, there is only one public, the citizens of the nation dependent upon the schools for their survival and their prosperity. School public relations are relations with all the public.

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The Canadian Life Insurance Officers Association, 302 Bay Street, Toronto.

This handbook should be of interest to those who are considering their first purchase of a life insurance policy, or to those planning some revision of the insurance they already have.

Of particular value is the information given regarding the types of insurance and the types of policies which may be purchased. Specific examples are given of the purposes for which insurance may be bought, and of how it may be adapted to meet the needs of the individuals by combining two or more of the different types of insurance or policies. Some explanation is given also of cash value, extended term insurance, paid-up insurance, premium loans, optional settlements, dividends and their uses, the calculation of policy premiums, the establishment of reserves for the protection of policyholders, and the financial operation of a company.

The latter part of the handbook contains suggestions for prospective purchasers, to help them select suitable kinds of insurance, and pointers to policyholders about maintaining their insurance at a level suitable to their needs.

C.E.B.

Dean Smith Retires

(Continued from Page 16)

the Department of Education Summer Session was merged with the University Summer Session.

In 1950, following Dr. M. E. LaZerte's retirement, Dr. Smith was appointed Dean of the Faculty of Education.

Dr. Smith is best known to teachers

for his courses in philosophy of education. In 1947, he was elected president of the Alberta Teachers' Association and he has since served the ATA as guest speaker at a number of fall conventions. Prior to his retirement, Dr. Smith was a member of the Board of Teacher Education and Certification and served on the executive committee of the Board.

The Local is the Mainspring

(Continued from Page 11)

the Board of Administrators of the Teachers' Retirement Fund, gave valuable information concerning the pension plan. Teachers need to know the facts about the pension scheme. Copies of the TRF Handbook may be obtained from head office on request. Teachers should contact head office for technical information about pensions. There is still a lack of understanding of the pension procedures although notices appear from time to time in the magazine.

Improve Communication

Generally speaking, the members would like to get more information concerning many phases of the work of the Alberta Teachers' Association. Especially they would like to know more about the work of the Executive Council, policies of the ATA, and what the executive is doing to promote them. Members realized the difficulties of communication, but recommended that the executive seek ways and means of informing the teachers more completely about the items that need to be called to their attention.

I wish to thank all who helped in the ATA Administration course—the members, the recorders, Miss Berry, Mr. Bendickson and Mr. Ross, and the directors, Mr. Seymour and Mr. Ansley, together with the office staff.

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PR Memos

Has your local—

- a press and radio representative?
- a PR committee?

Did you know—

- that the Alberta Teachers' Association has placed two 16 mm. colour and sound films of *Skippy and the Three R's* and *What Greater Gift* on indefinite loan with the Audio-Visual Aids Branch of the Department of Education, Edmonton? These films are available to locals and sublocals on request.

Wanted—

- stories or articles about teachers and teaching. Your interest and re-

porting may result in a success story in *The ATA Magazine*.

PR in action!

- those welcomes to new teachers.
- convention programs to guest speakers before they begin to wonder.
- complimenting your local editor on good stories and reports.
- newsletters from the school to the home.
- using local community talent in school projects.
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Group Insurance Notice

Effective October 31, 1955 administration of the Alberta Teachers' Association Group Insurance Plan will be transferred from Head Office of the Alberta Teachers' Association to the Occidental Life Insurance Company.

All claims, premium payments, and relevant correspondence should be directed after the above date to—

E. W. Davis,
General Agent,
Occidental Life Insurance Company,
103 The Insurance Building,
Edmonton.

This change in administration will not interrupt or change the coverage provided under the plan.

Special letters of instruction will be sent to school district and division secretaries and to all insured teachers.

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NEWS *from* our Locals

Buck Lake Sublocal

The sublocal's first meeting was held on September 15 at Alder Flats. The new executive is as follows: E. G. Kluczny, president; Mrs. M. E. Guard, vice-president; Irene Major, secretary-treasurer; Sonia Popowich, press correspondent. Walden Smith and Stanley Johnson were named as representatives to the Wetaskiwin Local. The next meeting will be at Winfield on October 13.

Edgerton Sublocal

The first meeting in the current school term was held on September 21. The following officers were elected: J. Ronjom, president; Mrs. E. Lehr, vice-president; Agnes Erickson, secretary-treasurer; and D. Herman, press correspondent. Three new teachers in the Wainwright School Division were in the group: H. J. Earle, principal of Edgerton Elementary and High School, previously at the RCAF Station, Cold Lake; Mrs. M. S. Bedford, Winter, Saskatchewan; and Berenice Josvanger, Peace River.

Local arrangements for attendance at the annual fall convention in Vermilion

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The Palliser

on October 13 and 14 were discussed. A suitable basis for the recording of scores in the annual track meet and the awarding of the prize to the winning school was explored. It was moved and approved that sublocal meetings be held on the last Wednesday of each month.

Jasper Sublocal

Fifteen teachers were present at the first meeting of the sublocal held on

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September 15. Officers elected were R. J. Lacerte, president; H. M. Kosha vice-president; Emily Mazurek, secretary-treasurer; S. Mastalish, councillor. Miss Mazurek, Messrs. Lacerte and Mastalish and Muriel Barber are members of the negotiating committee. Mrs. Myrtle Peers was appointed as press correspondent for the local paper. Mathematics was chosen as the study theme for the first five months.

Lethbridge City Local

The Lethbridge Public Relations Committee started its fall activities by organizing a tea to welcome the 47 new city teachers.

The ATA Local acted as host and the newly organized Home and School Association of Senator Buchanan School catered. Members of the Separate and Public School Boards, representatives of the City Council, the local press and radio station, and other school officials attended. Retired teachers were special guests. The principals of the schools introduced the new teachers. A musical program was presented by Effie Reid, Don Hagen and Cliff Harvey. The use of name tags added to the friendly informality of this affair.

Stony Plain Local

The first meeting of the term was held at Stony Plain on September 17, under the chairmanship of vice-president A. Bell. Seven members were present.

B. Spaner reported that salary negotiations for the current year are not completed. Negotiations have been slowed by the zone policy. Teachers will be paid on the basis of the existing schedule until settlement has been reached. Mrs. M. Harris, convention president, gave a comprehensive report on convention matters. The Stony Plain Local will be responsible for the program dealing with Grades I, II, and III. The local executive will be elected at the convention.

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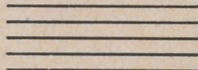
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Secretary's Diary

Canadian Teachers' Federation Conference— Another No-Hit, No-Run Game

The 1955 Canadian Teachers' Federation Conference was held in Ottawa, August 12 to 18. G. S. Lakie, president, Frank J. Edwards, past president, and I attended. Members of the Alberta Teachers' Association will be interested to know that—

- the number of delegates was increased for the provinces with more than 7,000 members—Alberta will now have four delegates;
- fees were raised from 80c to \$1 per member per year—however, no provisions were made for trust funds or for current expenses to be paid out of current income; (The fact that in 1955 the expenditures of the Canadian Teachers' Federation were \$4,000 more than the income seemed to cause little or no concern either in the Finance Committee or in the Conference. Like Louis XV—"Après moi le déluge.")
- the Alberta Teachers' Association resolution about arrears in fees was passed—beginning 1955, a provincial affiliate in arrears will be suspended until the fee has been paid;
- policy resolutions may be tabled for one year at the request of an affiliate;
- it was agreed to give further consideration to the proposal to establish a Canadian College of Teachers;
- it was agreed to appoint a committee to study the advisability of publishing a Canadian Teachers' Federation magazine.

This year's conference followed the usual pattern. There was much talk about several school problems; there was no analysis of any of the problems; there was no suggestion of action of any kind that might improve the living and working conditions of teachers in one or more provinces in Canada. At times I think the Canadian Teachers' Federation is a sort of "all-star" baseball game, with the box score, year after year, being No Hits, No Runs, No Errors. However, this year, some progress was made. After years of bickering, agreement was reached about some vitally important "ground rules".

Banff Workshop

The seventh annual workshop of the Alberta Teachers' Association was held in Banff, the week of August 15, with the following consultants and courses: Lars Olson, Holden—Alberta Teachers' Association Administration; George Bayly, Edmonton—Curriculum Making; John Amend, Seattle, Washington—Group Dynamics; Belmont Farley of the National Education Association, Washington, D.C.—Educational Publicity and Public Relations; William E. Porter, School of Journalism, State University of Iowa, Iowa City—Education Writing. Two panel discussions were held, one on collective bargaining, under the chairmanship of Fred Seymour, and one on pensions, under the chairmanship of Reg Turner of Lethbridge.

It was unfortunate that the dates of the Canadian Teachers' Federation Conference and the Workshop overlapped. As a result, Mr. Lakie was unable to be at the Workshop, and Mr. Edwards and I did not arrive until August 18.

I think this workshop was one of the most successful we have had. The teachers in attendance and the consultants reported it as a very enjoyable and valuable experience. The weather was ideal!

Clover Bar Strike

In June, the board of trustees of the Clover Bar School Division rejected a majority award of the Board of Arbitration, and, as a result, the 78 Clover Bar teachers went on strike on August 15.

The core of the dispute was a difference between the maximums awarded by the Board of Arbitration and those offered by the Clover Bar School Board. The differences in maximums were \$100 in the first, second, and fifth categories and \$200 in the sixth category. There are 28 teachers of the 78 at maximum salary. In one of its reports to the public the Clover Bar School Board professed to approve the Alberta Teachers' Association objective that all teachers should be well-trained, and made reference to its bursaries for first-year students and to its scholarships in special fields. On the other hand, the school board rejected the award of the Board of Arbitration because it provided for increases in salary for the teachers with experience and qualifications!

The most significant factor of the dispute and the one which caused most concern, was not the \$3,000 involved, but that a school board should reject a majority award of the Board of Arbitration and then try to manoeuvre a resumption of negotiations on the basis of the award!

The Clover Bar School Board met on Tuesday, September 13 and agreed to accept the award, but, for some reason, the board did not inform the Alberta Teachers' Association of this decision until Friday

afternoon, September 16. The agreement for 1954-55 was signed on Saturday morning by Rudolph Hennig and C. E. Bowker for the school board, and by F. J. C. Seymour and me for the Alberta Teachers' Association. The teachers returned to their classrooms on Monday, September 19.

There were strong indications during the strike that a large majority of parents and ratepayers in the Clover Bar district did not blame the teachers for going on strike, but rather blamed the school board for not accepting the award with its \$3,000 difference. At a home and school meeting of about 90 parents on September 2, a resolution requesting the board to accept the award was passed with only four dissenting votes. However, the school board ignored the advice until September 16.

What are the effects of this strike? To save \$3,000 a school board kept 2,100 children out of school for nine days. What is the value of the 20,000 pupil days lost by the 2,100 school children in Clover Bar?

Board of Teacher Education and Certification

Last spring the superintendent of the Calgary School Board asked the Board of Teacher Education and Certification to grant a person who did not have Grade XII, or any kind of teaching certificate, "limited authority" to teach printing. After a lengthy discussion by the Board, a motion was passed recommending to the Minister that the superintendent's request be granted. However, the Minister of Education would not endorse this recommendation and, it is understood, so informed the Calgary superintendent. However, following the appearance of several critical articles and editorials in Calgary newspapers, the Minister reversed his first decision and, it has been reported, advised the superintendent of Calgary schools that "limited authority" would be granted on certain conditions with respect to the Grade XII deficiencies and the lack of a teaching certificate, including part-time attendance at the Faculty of Education in Calgary.

Scheduled Meetings

The Executive Council will meet in Barnett House, September 30 and October 1. A meeting of the Board of Administrators, Teachers' Retirement Fund is scheduled for October 4.

The fall convention circuit begins October 3.

